

Indicator 13: Secondary Transition & IEP Requirements

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Agenda

- ▶ Overview of Secondary Transition
- ▶ Definition of Indicator 13
- ▶ Understanding of all IEP-required components related to Secondary Transition

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Did You Know?

In conjunction with the reauthorization of IDEA 2004, the U.S. Department of Education through the Office of Special Education Programs required states to develop six-year State Performance Plans (SPP)* in December 2005 addressing 20 Indicators, on which data will be submitted annually via Annual Performance Reports (APR).

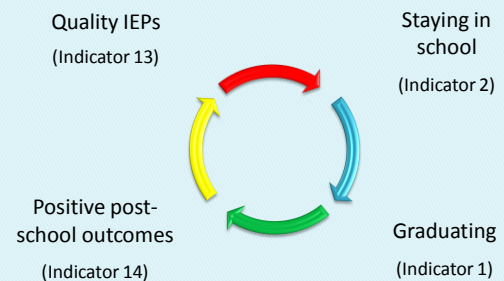
**SPP extended through FFY 2012*

Transition affects 4 of the 20 Indicators:

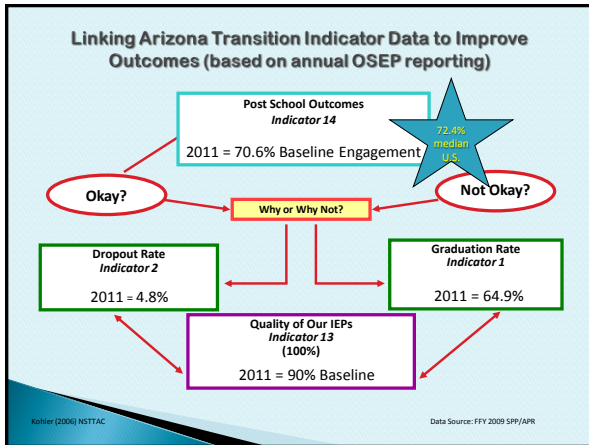
- Indicator 1 Graduation Rate
- Indicator 2 Dropout Rate
- Indicator 13 Secondary Transition IEP Requirements
- Indicator 14 Post School Outcomes

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Critical Interrelationship



Kohler (NSTAC), 2007



What Is Indicator 13?

Indicator 13: Transition Services for Students

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon age appropriate transition assessments, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP team meeting where transition services were to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. §1416(a)(3)(B))

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Eight Components

1. Measurable Postsecondary Goals
2. Updated Annually
3. Based on Age-Appropriate Transition Assessments
4. Transition Services = Coordinated Set of Activities
5. Transition Services = Courses of Study
6. Annual Goals
7. Student Invitation
8. Agency Participation

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Compliance in Transition

❖ **Compliance:** Planning and documentation is individualized and addresses transition-related FAPE and can be considered compliant under the language of IDEA '04 and OSEP's Indicator 13 guidance.

Refer to the ADE/ESS 2011–2012 Arizona Monitoring System Manual, September 2009 Special Education Monitoring Alert, and NSTTAC Checklist for additional information.

❖ **Unacceptable or "Out":** Planning and documentation does not meet Indicator 13 responsibilities and will result in an "Out" call during monitoring. It is likely that FAPE is not being provided and the PEA is vulnerable to complaints and due process issues.

❖ **Best Practice:** Planning and documentation reflects effective transition practices, is individualized and addresses transition-related FAPE, meets the "stranger test," and assists the PEA in avoiding confusion, disagreements, or more significant problems. This level of documentation usually requires increased effort.

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Monitoring Guide Steps: Transition

III.A.6: For students 16 years of age or older, documentation of required secondary transition components.
(Pages D35–D43)

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Who Needs Transition Components?

- ▶ Any student who will turn 16 during the timeframe of his/her IEP
- ▶ Or younger, if determined appropriate by the IEP team
- ▶ Regardless of disability type

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Indicator 13 Component #1: Measurable Postsecondary Goals

III.A.6: Documentation of measurable postsecondary goals (MPGs) in the areas of education, training, and employment, and, when appropriate, independent living skills.
(Pages D35–D36)

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Measurable Postsecondary Goals (MPGs)

Required MPG areas are:

1. Training / Education
2. Employment
3. Independent Living Skills (where appropriate)

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Measurable Postsecondary Goals (MPGs)

Criteria for effective MPGs:

- ❖ Address all required MPG areas;
- ❖ Reflect student strengths, preferences, and interests;
- ❖ Are explicitly written to occur after exit from secondary education (for example: "After graduation. . .");
- ❖ Are measureable outcomes; and
- ❖ Could be completed many years in the future, not just one year out.

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Measurable Postsecondary Goals (MPGs)

- ❖ **Education**—4-year college or university, technical college, 2-year college, military, etc.
- ❖ **Employment**—paid (competitive, supported, sheltered), unpaid, volunteer, etc.
- ❖ **Training**—specific vocational or career field, independent living skill training, vocational training program, apprenticeship, OJT, military, Job Corps, etc.
- ❖ **Independent living skills**—adult living, daily living, independent living, financial, transportation, etc.

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What Language Do I Use to Write Measurable Postsecondary Goals (MPGs)?

Use **results-oriented** terms:

- ❖ "enrolled in"
- ❖ "work as a"
- ❖ "live independently"

Use **descriptors**:

- ❖ "full-time"
- ❖ "part-time"

O'Leary, E.

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Measurable Postsecondary Goals (MPGs)

Example #1:

- ❖ **Compliance:**
Jeff will be a motorcycle mechanic.
- ❖ **Unacceptable or "Out":**
Jeff is interested in working with motorcycles.
- ❖ **Best Practice:**
After graduation, Jeff will work as a motorcycle mechanic for Harley-Davidson.

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Measurable Postsecondary Goals (MPGs)

Example #2:

- ❖ **Compliance:**
Linda will enroll at ASU.
- ❖ **Unacceptable or "Out":**
Linda will research going to college.
- ❖ **Best Practice:**
Upon completion of school, Linda will enroll in the mechanical engineering program at ASU.

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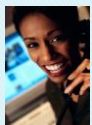
More Examples of Measurable Post Secondary Goals (MPGs)

Education

(4-year college or university, technical college, 2-year college, etc.)



- ❖ After graduation, I/Walter will be enrolled full-time at Arizona State University in the teacher education program.



- ❖ After graduation, I/Robyn will be enrolled full-time at University of Phoenix in the supervisory management program.

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Training

(specific vocational or career field, independent living skills training, vocational training program, apprenticeship, OJT, Job Corps, etc.)

- ❖ I/David will receive on-the-job training while working full-time as a farm hand.



- ❖ After graduation, I/Jason will be enrolled full-time in a plumbing apprenticeship program.



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Employment

(paid = competitive, supported, sheltered, military, etc.
unpaid employment = volunteer, in a training capacity, etc.)



- ❖ I/Riley will work full-time as a general laborer for a construction company after graduation.



- ❖ After graduation, I/Anna will enroll in an EMT training program and volunteer part-time for a hospital or ambulance service.

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Independent Living

(adult living, daily living, independent living, financial, transportation, etc.)

- ❖ I/Betsey will live with a roommate in an apartment after graduation.



- ❖ After completion of high school, I/Eric will live with others in a group home.



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Measurable Postsecondary Goal for a Moderate to Severe Disability Example #1

Lance (20 years of age):

Previous **Independent Living** goal:

- ❖ "With mom."

New goal:

- ❖ After completion of school, I/ Lance will live with my mother and will take part in community activities like bowling, going to church, and visiting friends and family.

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Moderate to Severe Disability Example #1 (continued)

Previous **Training/Education** goal:

- ❖ "Lance did not respond."

New goal:

- ❖ After completion of school, I /Lance will attend the XYZ Center and receive training on work behaviors and skills.

Previous **Employment** goal:

- ❖ "With mom."

New goal:

- ❖ After completion of school, I/ Lance will be employed in a sheltered environment at the XYZ Center.

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Moderate to Severe Disability

Example #2

William (19 years of age):

Previous Independent Living goal:

- ❖ "With my brother."

New goal:

- ❖ After completion of school, I /William will live with my brother and take part in community-based social and recreational activities.

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Moderate to Severe Disability

Example #2 (continued)

Previous Training/Education goal:

- ❖ blank

New goal:

- ❖ After completion of school, I /William will attend ADAPT and receive vocational skills training.

Previous Employment goal:

- ❖ "Wants to work—cardboard boxes, pop machines, cleaning."

New goal:

- ❖ After completion of school, I/William will work at ADAPT under its supported-employment program.

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Case Example: Severe Disability

Bobby (18 years of age):

- ❖ Significant limitations across all areas of functioning
- ❖ Medically fragile and will require full-time nursing care
- ❖ Needs recreational programs designed for individuals with significant medical needs
- ❖ Receives specially designed instruction with an alternate curriculum in a self-contained setting all day
- ❖ Receives related services of OT, PT, and nursing
- ❖ Is fed via G-tube
- ❖ Has a "trach" and uses a ventilator with oxygen to breathe

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Case Example: Severe Disability (continued)

Bobby's Strengths

- ❖ Enjoys getting verbal and tactile attention from his peers and staff
- ❖ Tolerant of position changes on mat table
- ❖ Allows hand-over-hand assistance to participate in activities
- ❖ Likes using a switch (with assistance) to activate a variety of devices, including the radio and computer

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Case Example: Severe Disability (continued)

Present Levels (PLAAPF)

- ❖ Benefits from sensory stimulating activities and activities to improve his independence
- ❖ Picture/symbol augmentative communication supports have not been successful
- ❖ Will use simple one-button communication devices with assistance when offered during class activities
- ❖ Uses a manual wheelchair dependently
- ❖ Requires a 2-person lift or mechanical device for all transfers
- ❖ Limited fine motor skills result in dependency for all care and hand-over-hand assistance for all activities

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Case Example: Severe Disability (continued)

MPGs for Bobby:

- ❖ **Previous Education/Training goal:**
"Training programs are not appropriate."
- ❖ **New goal:**
Upon completion of high school, Bobby will participate in an in-home program designed to provide vocational training skills.
- ❖ **Previous Employment goal:**
Employment not addressed.
- ❖ **New goal:**
Upon completion of high school, Bobby will work in the home by assisting an adult to clear the table after an activity using hand-over-hand assistance.

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Case Example: Severe Disability (continued)

Previous Independent Living goal:

"Not appropriate as he will live with his family."

New goals:

- ❖ Upon completion of high school, Bobby will live at home and participate, to the maximum extent possible, in his daily routines (e.g., feeding, dressing, bathing, etc.).
- ❖ Upon completion of high school, Bobby will participate in community-based recreational/leisure activities at the YMCA, movies, or his church.
- ❖ Upon completion of high school, Bobby will use an augmentative communication device at home and in the community that allows individuals to communicate with him regarding his needs, wants, and desires.

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Indicator 13 Component #2: Updated Annually

III.A.6: Documentation that measurable postsecondary goals are updated annually.
(Page D36)

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Updated Annually

Best Practice:

- ❖ MPGs change each year as a result of information from formal / informal assessment.
- ❖ MPGs change as a result of activities and coursework completed the year before.
- ❖ MPGs increase in specificity.

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Updated Annually

Example:

Best Practice:

- ❖ *Freshman Goal:* After graduation, Ann will work with children.
- ❖ *Sophomore Goal:* After graduation, Ann will work as a teacher in early childhood education.
- ❖ *Junior Goal:* After graduation, Ann will work as a preschool teacher in a local PEA.
- ❖ *Senior Goal:* After graduation, Ann will work as a preschool teacher in Phoenix Elementary School District.

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Indicator 13 Component #3: Age-Appropriate Transition Assessments

III.A.6: Documentation that the measurable postsecondary goals were based upon age-appropriate transition assessment(s).

(Page D41)

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Transition Assessment Definition

. . . the ongoing process of collecting data on the individual's strengths, needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.

(The Division on Career Development and Transition (DCDT))

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Interests, Preferences, and Strengths

- ❖ Interests/Preferences:
 - ✓ Information that identifies what the student “wants” (is interested in) for each postsecondary goal area.
 - ✓ Information gathered that describes what the student *did or how he/she performed*; designed to identify the student’s current “ability” relative to their postsecondary goal(s).
- ❖ Strengths:
 - ✓ When the collected information shows the student completed the requirements of the instruments, activities, or coursework “*well*”, assessment information documents a strength.

Purpose of Transition Assessments

- To provide information to develop and write *practical and achievable* measurable postsecondary goals
- To obtain assessment data that:
 - ❖ serves as the common thread in the transition process
and
 - ❖ forms the basis for defining goals and services to be included in the IEP

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When Should Transition Assessments Be Conducted?

- ❖ *Prior* to the student’s reaching age 16
- ❖ *Ongoing*—but at least annually as a part of the review process
- ❖ *Prior* to the development of the measurable postsecondary goals
- ❖ *Prior* to the identification of the transition services needed to assist the student in reaching his or her measurable postsecondary goals

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Formal Assessment Definition

- ❖ Typically involves using a standardized procedure for administration, scoring, and interpretation
- ❖ Norm-referenced: allows a student’s score to be interpreted relative to other students

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Formal Assessments Examples

- ❖ Achievement tests
- ❖ Intellectual functioning assessment
- ❖ Adaptive behavior scales
- ❖ Aptitude tests
- ❖ Temperament inventories
- ❖ Self-determination scales
- ❖ Pre-vocational/employability scales
- ❖ Interest inventories

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Informal Assessment Definition

- ❖ Procedures are less structured
- ❖ Not norm-referenced
- ❖ Allow assessment of student performance over time
- ❖ Includes data collected from a variety of individuals
 - Employers
 - Parents
 - Teachers

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Informal Assessments Examples

- | | |
|---------------------------|------------------------------------|
| ❖ Interest inventories | ❖ Case file reviews |
| ❖ Situational assessments | ❖ Curriculum-based assessments |
| ❖ Interviews | ❖ Social histories |
| ❖ Direct observation | ❖ Rating scales for specific areas |

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3 Data Source Areas

1. Student-Centered Information
2. Family-Centered Information
3. School-Centered Information

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Student-Centered Assessments

- ❖ Primary focus is to determine student's strengths, preferences, interests, and future goals
- ❖ Can be done at any age, elementary grades through adulthood
- ❖ Can be formal and/or informal

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Student-Centered Assessment Examples

- ❖ Person-centered planning
- ❖ Self-report
- ❖ Interest inventories
- ❖ Skills inventories
- ❖ Interviews
- ❖ ECAP data
- ❖ AzCIS

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Family-Centered Assessments

- ❖ Primary focus is on student strengths and areas of need
- ❖ May also address parents' vision for students post-school plans
- ❖ Families can provide agency information
- ❖ Can be formal and/or informal

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Family-Centered Assessments Examples

- ❖ Statement of skills and strengths
- ❖ Parent interviews
- ❖ Outside agency information/data

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School-Centered Assessments

- ❖ Primary focus is present levels of academic achievement and functional performance (PLAAFP)
- ❖ Common areas addressed include cognitive, socio-emotional, physical health, motor skills, communication, living skills, community skills, and vocational
- ❖ Can be formal or informal

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School-Centered Data Sources

- ❖ **General Education**
 - General education curriculum progress
 - General education interventions
- ❖ **Record Review**
 - Review existing data (general education and special education)

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School-Centered Assessments Examples

- ❖ Observations
- ❖ Reports from other teachers, coaches, related services personnel, extracurricular activity directors, etc.
- ❖ AIMS scores
- ❖ Cumulative file
- ❖ Nurse's file
- ❖ Criterion-referenced assessments

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Transition Assessment Recommendations

- ❖ Not a "one size fits all"
- ❖ Consider learning styles and cultural/language issues of the student
- ❖ Consider accommodations to complete the assessment
- ❖ Assessment methods should sample the student's progress over time
- ❖ Results should be summarized in a format that facilitates transition planning

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Who Is Involved in Transition Assessments?

- ❖ Student
- ❖ Parents/Family members
- ❖ General educators
- ❖ Special educators
- ❖ School social workers
- ❖ Vocational educators
- ❖ Guidance counselors
- ❖ Related services personnel
- ❖ School psychologist
- ❖ Community agency
- ❖ Adult services personnel (e.g., VR counselors, Disabled Student Services counselor, etc.)

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Age-Appropriate Transition Assessment

Best Practice:

- ❖ Assessment(s) are clearly described.
- ❖ IEP has a statement of how the results of the information from specific formal/informal age-appropriate assessment(s) supported, as written, each MPG (i.e., information in the statement identifies strengths, preferences, and interests that support selection of the MPGs). This statement clearly identifies which assessment provided the information used to write each MPG.
- ❖ Actual classroom/job performance demonstrating required job skills for the MPG are described in the IEP and used as an informal assessment to support the MPGs.

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Age-Appropriate Transition Assessment

Best Practice:

Example:

MPG = After graduation, Larry will work as a policeman for the Chinle Police Department.

- ❖ The assessment section of the IEP lists: ASVAB, report from teacher in ROTC, and student interview of a current police officer.
- ❖ The strengths, interests, and preferences section of the IEP states how information from formal and informal assessments support the MPGs: "The ASVAB score indicates a strength area as being in the military police," and "His ROTC teacher indicates he is a great candidate for the military."

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Indicator 13 Component #4: Coordinated Set of Activities

III.A.6: Documentation of at least one transition service / activity that focuses upon improving the academic and functional achievement of the student to facilitate movement from school to post-school as identified in the measurable postsecondary goals.

(Pages D38–D39)

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Coordinated Set of Activities

Transition services include the areas of:

1. Instruction
2. Community Experiences
3. Related Services
4. Employment
5. Adult Living
6. Functional Vocational Evaluation
7. Daily Living Skills (if appropriate)

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Transition Services Activities

- ❖ Only need to include appropriate areas that will reasonably enable student to meet MPG(s)

Areas to be "addressed": Instruction, Community Experiences, Related Services, Employment, Post-School Adult Living, and if appropriate, Daily Living Skills and Functional Vocational

- ❖ Activities can be performed on or off campus, not restricted to school hours or days
- ❖ Not important in which category the activity belongs

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Coordinated Set of Activities

Best Practice:

- ❖ IEP has information that addresses all areas and clearly identifies specific services / activities that the student will complete to reasonably enable him or her to achieve each MPG.
- ❖ Multiple activities.

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Coordinated Set of Activities

Best Practice:

Example:

MPG: After completion of school, Ray will enroll in the UTI-Diesel Mechanic certification program.

Instruction

Receive instruction on how to apply to UTI and research scholarship opportunities.

Community Experiences

Use *Community Information and Referral* to identify 3 strategies to establish transportation to UTI-Phoenix.

Employment

Participate in job shadowing at a diesel mechanic facility. Obtain part-time or summer employment at NAPA Auto Parts store.

Adult Living

At the beginning of senior year, Ray will visit UTI-Phoenix.

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Indicator 13 Component #5: Courses of Study

III.A.6: Transition services include courses of study that focus on improving the academic and functional achievement of the student to facilitate the movement from school to post-school.

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Courses of Study

❖ High school courses focused on:

- ❖ Improving academic and functional skills
- ❖ Reasonably enabling the student to meet his/her MPG(s)
- ❖ Meeting required courses for graduation
- ❖ Needs of the individual student

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Courses of Study

Best Practice:

Example #1:

MPG: Pat will work as a welder after graduation at Max's Welding Services.

- Courses of study contain:
 - ✓ "Welding for Industry" class.
 - ✓ Each year (Freshman–Senior years).

Freshman	Sophomore	Junior	Senior
Welding for Industry 1-2	Welding for Industry 3-4	Welding for Industry 5-6	Welding for Industry 7-8
English 1-2	English 3-4	English 5-6	English 7-8
Intro to Computers	Business Math	Weight Training	Adv. Weight Training

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Courses of Study

Best Practice:

Example #2:

MPG: Pat will work as a welder after graduation at Max's Welding Services.

- Connection to MPG is documented in the IEP:
 - ✓ "Sophomore Math," in which Pat will complete a measurement unit related to welding.
 - ✓ "Junior English," in which Pat will compose business memos.

Sophomore	Junior
Sophomore Math	Algebra 1
English 3-4	English 5-6
Intro to Computers	Advanced Computers

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Indicator 13 Component #6: Annual Goals

III.A.6: Documentation of annual IEP goals that will reasonably enable the student to meet the postsecondary goals.

(Page D37)

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Annual Goals (Aligned to the MPGs)

Best Practice:

The annual goals specifically refers to an MPG (e.g., "... to enable the student to become a welder").

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Annual Goals (Aligned to the MPGs)

Best Practice:

Examples: Education/Training Goals

MPG: Upon completion of school, John will complete on-the-job training for a telemarketing job.

Annual Goal: Using grade-level social studies textbook and current reading assignment, John will orally read 100 wpm with no more than an average of 3 errors over 4 trials to prepare to be a telemarketer as measured by classroom-based assessments. He currently reads 75 wpm with an average of 5 errors over 4 trials.

MPG: Upon graduation from high school, Rolanda will participate in a center-based program at The Work Center designed to provide vocational training with hand-over-hand assistance.

Annual Goal: Rolanda will increase her tolerance of hand-over-hand assistance from the therapy practitioner from 30 minutes to 45 minutes during 3 out of 5 sessions per week to participate in the completion of a chore at home.

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Indicator 13 Component #7: Student Invitation

III.A.6: Documentation that the student who is at least 16 years of age was invited to the IEP meeting when postsecondary transition services were being discussed.

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Student Invitation

Best Practice:

- ❖ A separate invitation form (with a date on it) invites the student to participate in the IEP because transition services will be discussed and records whether the student will or will not attend; or
- ❖ Clear documentation that the student's ideas are represented at the IEP meeting even though she or he chose to be absent.

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Indicator 13 Component #8: Outside Agency Participation

III.A.6: Evidence that a representative of another agency that is likely to provide and / or pay for transition services has been invited to the meeting *after consent from the parent or student who has reached the age of majority.* (Page D40)

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Outside Agency Participation (with **PRIOR** consent)

Best Practice:

The PEA creates a separate form documenting when the consent to invite an outside agency was received. The form shows a separate date the outside agency invitation was sent and that date is **clearly after** the date consent was obtained.

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Monitoring Guide Steps: Transition

III.A.7: Additional Postsecondary Transition Components. (Pages D42–D43)

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Transfer of Rights at Age of Majority

III.A.7: By age 17, the student's IEP must contain a statement that the student has been informed of his or her rights that will transfer to the student at age 18.

(Page D42)

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Transfer of Student Rights at the Age of Majority

Best Practice:

If a transfer of rights process is not documented anywhere in the individual's file, complete the transfer of rights process as soon as you can and document its completion. It's better than allowing the transfer of rights process not to be completed.

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Summary of Performance (SoP)

III.A.7: There is documentation of a summary of academic achievement and functional performance including recommendations to assist an exiting student in meeting her or his postsecondary goals.

(Page D43)

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Summary of Performance

Best Practice:

There is documentation that includes:

1. Summary of academic achievement.
2. Summary of functional performance.
3. Recommendations on how to assist the student in meeting his or her MPGs (e.g., modifications, accommodations, and assistive technology).

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Summary of Performance

Best Practice:

If you are using an updated psychoeducational evaluation as your SoP, be sure of two things:

- ❖ Somewhere on or in the psychoeducational evaluation, there is clarification that it is serving as the SoP. An SoP is required; an updated psychoeducational evaluation is not.
- ❖ The three required components are clearly "labeled."
 - ❖ Summary of academic achievement.
 - ❖ Summary of functional performance.
 - ❖ Recommendations on how to assist the student in meeting her or his MPGs (e.g., modifications, accommodations, and *assistive technology*).

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Resources

- ADE/ESS 2011-2012 Arizona Monitoring System Manual: <http://www.ade.az.gov/ess/programsupport/>
- ADE/ESS Secondary Transition: <http://www.ade.state.az.us/ess/SpecialProjects/transition>
- Division on Career Development and Transition: <http://www.dcdt.org>
- NSTTAC: <http://www.nsttac.org/>
- NPSO: <http://www.psocenter.org>
- Mountain Plains Regional Resource Center: <http://www.rfcnetwork.org/mprrc>
- Transition Coalition: <http://www.transitioncoalition.org>

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Other Transition-Related Training Available through ADE/ESS

- ❖ Significant intellectual disabilities (SID) training
- ❖ Self-evaluation Indicator 13 workshop
- ❖ Training and TA on Indicator 14, Post School Outcomes
- ❖ Capacity-building grant opportunity: [Secondary Transition Mentoring Project \(STMP\)](#)
- ❖ Annual transition conference
- ❖ Compliance Monitoring & Indicator 13: [Bricks & Mortar](#)

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